**Appendix A: Central Texts and Links**

Lesson 1

* Expert texts on Arab Spring
  + Tunisia:
    - <http://www.time.com/time/magazine/article/0,9171,2044723,00.html>
    - <http://www.bbc.co.uk/news/world-12482315>
* Egypt:
* <http://www.bbc.co.uk/news/world-12482291>
* <http://www.mepc.org/journal/middle-east-policy-archives/egypts-spring-causes-revolution>
* Libya:
* <http://www.bbc.co.uk/news/world-12482311>
* “Causes of the Libyan Revolution and the Arab Spring”
  + [http://www.dailykos.com/story/2011/08/22/1009459/-Causes-of-the-Libyan-Revolution-and-the-Arab-Spring#](http://www.dailykos.com/story/2011/08/22/1009459/-Causes-of-the-Libyan-Revolution-and-the-Arab-Spring)
* All countries: “The Reasons for the Arab Spring”
* <http://middleeast.about.com/od/humanrightsdemocracy/tp/The-Reasons-For-The-Arab-Spring.htm>l <http://outernationalist.net/?p=1927&page=1>
  + “Arab Spring Uprising: Country by Country – Saudi Arabia”
    - <http://www.bbc.co.uk/news/world-12482678>
* Primary Source Excerpts:
  + Letter from Dr. Cyrus Baldwin to his brother
    - <http://www.masshist.org/revolution/image-viewer.php?item_id=601&img_step=1&tpc=&mode=transcript&tpc=#page1>
  + “A Fair Account of the Unhappy Disturbance in Boston”
  + Benjamin Frizzell deposition
  + Samuel Drowne deposition
  + Boston Massacre: Event and Aftermath
  + Boston Massacre: Pamphlets and Propaganda
  + Excerpts from “A Short Narrative of the Horrid Massacre,” by James Bowdoin - 1770
  + <http://www.digitalhistory.uh.edu/learning_history/revolution/account2.cfm>)
  + “Give Me Liberty or Give Me Death” by Patrick Henry (March, 1775)
* *Declaration of Independence*
* Excerpts from Howard Zinn’s *The People’s History,* pp. 80-84

Lesson 4 - “A Fair Account of the Late Unhappy Disturbance in Boston”

(From <http://ia700404.us.archive.org/7/items/cihm_20439/cihm_20439.pdf>)

But the people continued to insult and defy this party of soldiers in the same manner as they had done the single sentinel, pelting them with sticks and balls of ice, and calling out to them, “Damn you, you rascals, fire, you dare not. Fire, and be damned.'' These expressions were frequently repeated; during which time Captain Preston spoke often to the mob, desiring them to be quiet and disperse; for that, if they continued their attack upon him and his party, he should be obliged to fire upon them. But his humane endeavors were to no purpose. The people continued their attack upon the soldiers, till they were provoked beyond all patience. A large stick, or, as Mr. Palmes says, a piece of ice, that was thrown at a grenadier on the right of the party, struck him with violence and made him stagger, upon which both he and the soldier next him fired their pieces without any order from Captain Preston for that purpose, (See John Hickling's deposition, N°. 73, and

Thomas Greenwood's depositions, N°. 96 and III, and Richard Palmes's depositions, N°.53 and 112.) and soon after the rest of the party did the same; by which three men were killed on the spot, and eight wounded, of whom two have since died of their wounds. Presently after the last gun was fired off, Captain Preston sprung before the soldiers, and waving his sword or stick, said, "Damn ye, rascals, what did ye fire for?” and struck up the gun of one of the soldiers who was loading again; whereupon they seemed confounded, and fired no more. (See William Wyat’s deposition, N°. 54.)

* Published in London

**Lesson 4 - Deposition of Benjamin Frizell**

Benjamin Frizell, on the evening of the 5th of March, having taken his station near the west corner of the Custom-house in King street, before and at the time of the soldiers firing their guns, declares (among other things) that the first discharge was only of one gun, the next of two guns, upon which he the deponent thinks he saw a man stumble; the third discharge was of three guns, upon which he thinks he saw two men fall; and immediately after were discharged five guns, two of which were by soldiers on his right hand; the other three, as appeared to the deponent, were discharged from the balcony, or the chamber window of the Custom-house, the flashes appearing on the left hand, and higher than the right hand flashes appeared to be, and of which the deponent was very sensible, although his eyes were much turned to the soldiers, who were all on his right hand.

What gave occasion to the melancholy event of that evening seems to have been this. A difference having happened near Mr. Grays ropewalk, between a soldier and a man belonging to it, the soldier challenged the ropemakers to a boxing match. The challenge was accepted by one of them, and the soldier worsted. He ran to the barrack in the neighborhood, and returned with several of his companions. The fray was renewed, and the soldiers were driven off. They soon returned with recruits and were again worsted. This happened several times, till at length a considerable body of soldiers was collected, and they also were driven off, the ropemakers having been joined by their brethren of the contiguous ropewalks. By this time Mr. Gray being alarmed interposed, and with the assistance of some gentlemen prevented any further disturbance. To satisfy the soldiers and punish the man who had been the occasion of the first difference, and as an example to the rest, he turned him out of his service; and waited on Col. Dalrymple, the commanding officer of the troops, and with him concerted measures for preventing further mischief. Though this affair ended thus, it made a strong impression on the minds of the soldiers in general, who thought the honor of the regiment concerned to revenge those repeated repulses. For this purpose they seem to have formed a combination to commit some outrage upon the inhabitants of the town indiscriminately; and this was to be done on the evening of the 5th instant or soon after; as appears by the depositions of the following persons, viz.:

William Newhall declares, that on Thursday night the 1st of March instant, he met four soldiers of the 29th regiment, and that he heard them say, "there were a great many that would eat their dinners on Monday next, that should not eat any on Tuesday."

Daniel Calfe declares, that on Saturday evening the 3d of March, a camp-woman, wife to James McDeed, a grenadier of the 29th, came into his father's shop, and the people talking about the affrays at the ropewalks, and blaming the soldiers for the part they had acted in it, the woman said, "the soldiers were in the right;" adding, "that before Tuesday or Wednesday night they would wet their swords or bayonets in New England people's blood."

**Lesson 4 - Deposition of Samuel Drowne**

Samuel Drowne declares that, about nine o'clock of the evening of the fifth of March current, standing at his own door in Cornhill, he saw about fourteen or fifteen soldiers of the 29th regiment, who came from Murray's barracks, armed with naked cutlasses, swords, &c., and came upon the inhabitants of the town, then standing or walking in Coruhffl, and abused some, and violently assaulted others as they met them; most of whom were without so much as a stick in their hand to defend themselves, as he very clearly could discern, it being moonlight, and himself being one of the assaulted persons. All or most of the said soldiers he saw go into King street (some of them through Royal Exchange lane), and there followed them, and soon discovered them to be quarrelling and fighting with the people whom they saw there, which he thinks were not more than a dozen, when the soldiers came first, armed as aforesaid. Of those dozen people, the most of them were gentlemen, standing together a little below the Town House, upon the Exchange. At the appearance of those soldiers so armed, the most of the twelve persons went off, some of them being first assaulted.

The violent proceedings of this party, and their going into King street, "quarrelling and fighting with the people whom they saw there" (mentioned in Mr. Drowne's deposition), was immediately introductory to the grand catastrophe.

These assailants, who issued from Murray's barracks (so called), after attacking and wounding divers persons in Cornhill, as abovementioned, being armed, proceeded (most of them) up the Royal Exchange lane into King street; where, making a short stop, and after assaulting and driving away the few they met there, they brandished their arms and cried out, "where are the boogers! where are the cowards!" At this time there were very few persons in the street beside themselves. This party in proceeding from Exchange lane into King street, must pass the sentry posted at the westerly corner of the Custom House, which butts on that lane and fronts on that street. This is needful to be mentioned, as near that spot and in that street the bloody tragedy was acted, and the street actors in it were stationed: their station being but a few feet from the front side of the said Custom House. The outrageous behavior and the threats of the said party occasioned the ringing of the meeting-house bell near the head of King street, which bell ringing quick, as for fire, it presently brought out a number of inhabitants, who being soon sensible of the occasion of it, were naturally led to King street, where the said party had made a stop but a little while before, and where their stopping had drawn together a number of boys, round the sentry at the Custom House. whether the boys mistook the sentry for one of the said party, and thence took occasion to differ with him, or whether he first affronted them, which is affirmed in several depositions,-however that may be, there was much foul language between them, and some of them, in consequence of his pushing at them with his bayonet, threw snowballs at him, which occasioned him to knock hastily at the door of the Custom House. From hence two persons thereupon proceeded immediately to the main-guard, which was posted opposite to the State House, at a small distance, near the head of the said street. The officer on guard was Capt. Preston, who with seven or eight soldiers, with fire-arms and charged bayonets, issued from the guardhouse, and in great haste posted himself and his soldiers in front of the Custom House, near the corner aforesaid. In passing to this station the soldiers pushed several persons with their bayonets, driving through the people in so rough a manner that it appeared they intended to create a disturbance. This occasioned some snowballs to be thrown at them which seems to have been the only provocation that was given. Mr. Knox (between whom and Capt. Preston there was some conversation on the spot) declares, that while he was talking with Capt. Preston, the soldiers of his detachment had attacked the people with their bayonets and that there was not the least provocation given to Capt. Preston of his party; the backs of the people being toward them when the people were attacked. He also declares, that Capt. Preston seemed to be in great haste and much agitated, and that, according to his opinion, there were not then present in King street above seventy or eighty persons at the extent.

The said party was formed into a half circle; and within a short time after they had been posted at the Custom House, began to fire upon the people.

Captain Preston is said to have ordered them to fire, and to have repeated that order. One gun was fired first; then others in succession and with deliberation, till ten or a dozen guns were fired; or till that number of discharges were made from the guns that were fired. By which means eleven persons were killed and wounded, as above represented.

**Lesson 4 - THE BOSTON MASSACRE OF MARCH 5, 1770**

**The Event and Aftermath**

#### From <http://www.bostonhistory.org/pdf/Boston%20MassacreDocuments.pdf> (teaching resource kit)

The Boston Massacre was a major event on the road to the American Colonies’ violent break with the British government. John Adams, future President of the United States, said, “On that night the foundation of American independence was laid.” Echoes of the Boston Massacre are evident in the Declaration of Independence (1776), the Constitution of the United States (1787), and the Bill of Rights (1791). Its memory has shaped American history and mythology for over two hundred years. Its legacy can be felt even today.

On October 1, 1768, two regiments of British troops—the 14th and 29th—arrived in Boston. Many Bostonians were no longer content to pay taxes to a country that did not allow them a say in the approval of those taxes. The troops had been sent to Boston to maintain order in an increasingly rebellious and violent town. The troops disembarked at the end of Long Wharf and marched up King Street (now State Street). As many as 4,000 soldiers would eventually be absorbed into a town of about 15,000 inhabitants. With soldiers encamped and posted throughout the town, disputes and fights broke out almost immediately.

Two such outbreaks occurred in the weeks prior to the Boston Massacre, and increasingly strained the relationship between the soldiers and Boston’s inhabitants. On February 22, 1770, a rowdy and violent crowd gathered outside the shop of a known loyalist and informer. When a neighbor, Ebenezer Richardson, tried to break up the crowd, the crowd turned on him and began throwing rocks at his home. From his window, Richardson fired his gun the crowd and killed Christopher Seider, an 11 year old. Radical patriots turned the tragedy into a political rally, and over 2,000 people attended the boy’s funeral. About a week later, on March 2, 1770, a fight broke out at the ropewalks between a soldier looking for work and the ropewalk workers. A large group of soldiers joined the fight, but the ropewalk workers ultimately drove them off. This conflict further escalated the already heightened tension in Boston.

Boston in 1770 had no street lamps. Monday, March 5th, was a cold and moonlit night. Snow covered the ground. Private Hugh White was the lone sentry on guard at the Custom House on King Street. What began as taunting between White and several young apprentices soon escalated to violence. After striking one of the young boys on the head with his musket, White found himself surrounded, pelted with curses, snowballs and chunks of ice.

At about the same time, bells began to ring throughout the town. Bells at night meant fire, a disaster for the wooden-built town. Men and boys poured into the streets as shouts of “Fire” were heard. As more colonists gathered on King Street, taunting the sentry and daring him to fight, White began to fear for his life and called for the main guard in the barracks beside the Town House (Old State House). Although the troops could not forcefully disperse the gathered townspeople without civilian authority, they could defend themselves. Captain Thomas Preston marched out a party of seven Grenadiers, the biggest men in the Regiment.

Preston, Corporal William Wemms, and six privates – Carroll, Kilroy, Warren, Montgomery, Hartigan, and McCauley – marched to the sentry box with fixed bayonets. White joined the ranks. Preston was unable to march the eight soldiers back to the barracks because of the threatening crowd, armed with sticks, swords, rocks, ice and snow. The troops formed a defensive semi-circle in front of the Custom House stairs. While some among the crowd pleaded with Captain Preston to keep his soldiers calm and not to fire, others dared the soldiers to fire. Sticks and bayonets dueled. The taunting colonists thought the soldiers would not fire.

Private Hugh Montgomery was hit with a stick and fell; on rising he fired his musket. Someone shouted, “Fire,” and more shots rang out in an uncontrolled volley. Private Kilroy fired and hit ropemaker Samuel Gray in the head. Crispus Attucks, a former slave of mixed African and Native American descent, was shot in the chest. Sailor James Caldwell was killed in the middle of King Street. Samuel Maverick, an apprentice to an ivory turner, was near the Town House when he caught a ricocheting bullet; he would die several hours later. Patrick Carr, an Irishman and maker of leather breeches, was shot in the hip. He would die on March 14th, the fifth person to die as a result of the Massacre. Six other colonists were wounded.

Rushing from his North End home, acting Royal Governor Thomas Hutchinson arrived and addressed the crowd from the balcony of the Town House. He urged everyone to go home, stating, “The law shall have its course; I will live and die by the law.” A warrant was issued for Captain Preston, who was immediately taken into custody. The eight soldiers surrendered the next morning and were sent to jail. Preston and the eight accused soldiers stayed in jail for almost nine months before their trials. Public opinion was against them and they struggled to find someone to represent them. John Adams, who accepted the case, said that “Council ought to be the very last thing an accused Person should want (lack) in a free country.”

The soldiers were tried before the Superior Court of Judicature, the highest court in Massachusetts. There were two trials, one for Preston, as the commanding officer, and one for his men. Captain Preston and most of the soldiers were found not guilty, but Privates Montgomery and Kilroy were found guilty of manslaughter. They escaped the death penalty by a practice called “benefit of clergy.” Through this archaic custom, the soldiers’ sentences were commuted to a branding on the thumb rather than execution because they were able to prove they could read from the Bible.

In the immediate aftermath of the trials, passions cooled. Colonial newspapers, broadsides, and public speeches, however, continued to reflect the opinion that the soldiers were to blame for the fatal events of March 5th. Anniversaries of the Massacre were remembered throughout the colonies with speeches, declarations, and public displays. A simplistic and erroneous view of the Massacre as an assault upon innocent citizens by wicked soldiers was used again and again. Today, the many questions raised by the Boston Massacre are as relevant as they were in 1770.

**Lesson 4 - Boston Massacre: Pamphlets and Propaganda**

**By Bonnie L. Lukes**

From <http://www.bookrags.com/research/boston-massacre-pamphlets-and-propa-aaw-01/>

On the night of March 5, 1770, British soldiers fired their muskets into a violent crowd in Boston. Five towns-people died, and the Sons of Liberty, opposing the growth of royal authority, proclaimed the event a "massacre." Condemned in the American press, the Boston Massacre became a major colonial grievance against the London government.

The gunshots in Boston followed seventeen months of friction between locals and British troops deployed to protect royal customs officials. In "A Journal of These Times," a series of one-sided reports sent to other colonies' newspapers in 1768–1769, Bostonians complained about British "redcoats" starting fights, insulting women, and encouraging slaves to revolt. To Whiggish colonists, such episodes reinforced their conviction that "standing armies"—troops maintained by kings in peacetime—were potential oppressors. These disputes coincided with Boston merchants' efforts to enforce a boycott on imports from Britain and thus pressure Parliament into repealing the Townshend duties (taxes) on glass, tea, and other goods.

More friction arose from workingmen and off-duty soldiers competing for jobs. On Friday, March 2, 1770, a ropemaker told a private that if he wanted work, he could clean an outhouse. That insult sparked two days of waterfront brawling between soldiers and ropemakers. Boston was quiet on Sunday, as Puritan tradition demanded, but fights resumed Monday evening.

What brought the violence to King Street was even more mundane. A barber's apprentice complained long and loud that an army captain was late in paying his bill. The private guarding the customs office whacked the youth's head with his musket. Soon apprentices were dashing around the center of town, yelling about this attack. Bostonians were quickly inflamed because only eleven days before a customs employee had shot into a mob around his house, killing an eleven-year-old.

A snowball-throwing crowd surrounded the sentry, who sent for reinforcements. Captain Thomas Preston brought a squad of seven grenadiers. Waterfront workers arrived, carrying clubs of cordwood, and backed the soldiers into an arc at the customs office door. Knocked down by a thrown stick, one grenadier shouted, "Damn you! Fire!" and pulled his trigger. His fellow privates responded with a ragged volley. Their seven shots hit eleven men. Three died immediately, two more over the next eight days.

Remarkably, that ended the night's violence. The crowd fell back. Captain Preston surrendered to civilian magistrates. The royal governor promised the townspeople justice and the next day, under immense public pressure, ordered all troops out of town. Wealthy Bostonians patrolled in their militia companies, determined to show that townspeople could keep the peace. The Sons of Liberty helped hire a special attorney to prosecute the soldiers but also, recognizing the value of a fair trial, encouraged two of their party (including future president John Adams) to join a Crown loyalist in defending the men.

Boston issued a report on the shootings titled *A Short Narrative of the Horrid Massacre*, marshaling ninety-six sworn depositions to blame the army and customs officials. The town sent copies to London Whigs and other American colonies but refused to let the printers sell it locally, lest it prejudice a jury. (After a reprint arrived from London, Boston printers reproduced the London title page at the front of their copies and sold them as imports.)

Friends of the royal government collected their own depositions, some printed in London as *A Fair Account of the Late Unhappy Disturbance at Boston*. Preston was quoted by both sides: Boston newspapers printed his statement that he had no complaints in jail, then London newspapers published a long letter blaming the crowd for the violence.

**Lesson 5 - Patrick Henry - Give Me Liberty Or Give Me Death, March 23, 1775.**

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir.

These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free-- if we mean to preserveinviolate those inestimable privileges for which we have been so long contending--if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained--we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

**Lessons 6 & 7 – In Congress, July 4, 1776**

**The unanimous Declaration of the thirteen united States of America**

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it; and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their acts of pretended legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the Lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.—

WE, THEREFORE, the REPRESENTATIVES of the UNITED STATES of AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be FREE AND INDEPENDENT STATES; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.—And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

*Signed by* ORDER *and in* BEHALF *of the* CONGRESS,   
JOHN HANCOCK, PRESIDENT.   
ATTEST.  
CHARLES THOMSON, SECRETARY.

PHILADELPHIA: PRINTED BY JOHN DUNLAP.

** Appendix B: Protocols**

Admit and Exit Tickets Protocol

Purpose: At the end of class, students write on note cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, or a thought about the lesson for the day. Alternatively, have students turn-in such a response at the start of the next day–either based on the learning from the day before or the previous night’s homework. These quick writes can be used to assess students’ knowledge or to make decisions about next teaching steps or points that need clarifying. This reflection helps students to focus as they enter the classroom or solidifies learning before they leave.

Procedure:

* For 2–3 minutes at the end of class (or the start of the next one) have students jot responses to the reading or lesson on 3 x 5 note cards.
* Keep the response options simple–“One thing you learned and one question you have.” If you have taught particular thinking strategies–connecting, summarizing, inferring–ask students to use them.
* A variation is known as 3-2-1: Have students write three of something, two of something, then one of something. For example, students might explain three things they learned, two areas in which they are confused, and one thing about which they’d like to know more or one way the topic can be applied. The criteria for listing items are up to the needs of the teacher and the lesson, but it’s important to make the category for three items easier than the category for listing one item.
* Don’t let the cards become a grading burden. Glance over them for a quick assessment and to help you with planning for next learning needs. These are simply quick writes, not final drafts.
* After studying the “deck” you might pick-out a few typical/unique/thought-provoking cards to spark discussion.
* Cards could be typed up (maybe nameless) to share with the whole group to help with summarizing, synthesizing, or looking for important ideas. It is a good idea to let students know ahead of time as they may put more effort into the write-up. When typing, go ahead and edit for spelling and grammar.

**Anchor Charts: Making Thinking Visible Protocol**

**Purpose**

Anchor charts build a culture of literacy in the classroom, as teachers and students make thinking visible by recording content, strategies, processes, cues and guidelines during the learning process. Posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens. Students refer to the charts and use them as tool as they answer questions, expand ideas, or contribute to discussions and problem-solving in class.

**Building Anchor Charts**

Teachers model building anchor charts as they work with students to debrief strategies modeled in a mini-lesson.

Students add ideas to an anchor chart as they apply new learning, discover interesting ideas, or develop useful strategies for problem-solving or skill application.

Teachers and students add to anchor charts as they debrief student work time, recording important facts, useful strategies, steps in a process or quality criteria.

Students create anchor charts during small group and independent work to share with the rest of the class.

**A Note on Quality**

Anchor charts contain only the most relevant or important information so as not to confuse students.

Post only those charts that reflect current learning and avoid distracting clutter--hang charts on clothes lines or set-up in distinct places of the room; rotate charts that are displayed to reflect most useful content.

Charts should be neat and organized, with simple icons and graphics to enhance their usefulness (avoid distracting, irrelevant details and stray marks).

Organization should support ease of understanding and be accordingly varied based on purpose.

Charts are best in simple darker earth tones that are easily visible (dark blue, dark green, purple, black and brown--use lighter colors for accents only).

For a wide variety of sample anchor charts, see

*http://www.readinglady.com/mosaic/tools/AnchorChartPhotographsfromKellyandGinger/*

**Checking for Understanding Protocol**

When we check *all students'* levels of understanding throughout each lesson, it sets the tone that everyone's thinking is important and necessary, and we forward the learning and engagement of all. Some techniques are too time-consuming to use as quick pulse checks, but using these key techniques together *in all lessons* allows us to track learning and adapt instruction appropriately on the spot.

**In  All  Lessons, Teachers:**

**Ground the lesson in the learning target.** This means they:

* Post the target in a visible, consistent location
* Discuss the target at the beginning of class with students, having students put the target into their own words, explain its meaning, and explain what meeting the target might look like
* Reference the target throughout the lessons
* Return explicitly to the target during the debrief, checking for student progress

**Use Cold Call.** This means they:

* Name the question before identifying students to answer it
* Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards
* Scaffold the questions from simple to increasingly complex, probing for deeper explanations
* Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, s/he is part of the continued conversation and class thinking

**Use No Opt Out.** This means they:

* Require all students to correctly answer questions posed to them
* Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses

**Use guided practice** before releasing students to independent application. This means they:

* Ask students to quickly try the task at hand in pairs or in a low-stakes environment
* Strategically circulate, monitoring students' readiness for the task and noting students who may need re-teaching or would benefit from an extension or more challenging independent application
* Use an appropriate quick-check strategy (see below in Tools/Protocols section) to determine differentiation or effective support during independent application time

**End with an effective debrief.** This means they:

* Return explicitly to the learning targets (both academic and character/habits of work)
* Elicit student reflection towards the learning target(s), probing for students to provide evidence for their own and/or class progress
* Celebrate or have students celebrate individual, small group or whole class successes
* Identify or have students identify goals for improvement around the target(s)

**Quick‐Check Tools and Protocols**

The following tools and protocols promote engagement by checking for all students' understanding and by reflecting on and emphasizing effective work habits.

**Whip-Around:** When a one- or two-word answer can show understanding, self- or group assessment, or readiness for a task, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room.

**Whiteboards:** Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or peer scanning.

**Hot Seat:** The teacher places key reflection or probing questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

**Fist-to-Five or Thumb-Ometer:** To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

**Glass, Bugs, Mud:** After students try a task or review a learning target or assignment, they identify their understanding or readiness for application using the windshield metaphor for clear vision. Glass: totally clear; bugs: a little fuzzy; mud: I can barely see.

**Red Light, Green Light**: Students have red, yellow and green objects accessible (e.g. popsicle sticks, poker chips, cards), and when prompted to reflect on a learning target or readiness for a task, they place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start). Teachers target their support for the reds first, then move to yellows and greens. Students change their colors as needed to describe their status.

**Table Tags:** Place paper signs/table tents in three areas with colors, symbols or descriptors that indicate possible student levels of understanding or readiness for a task or target. Students sit in the area that best describes them, moving to a new area when relevant.

**Sticky Bars:** Create a chart that describes levels of understanding, progress or mastery. Have students write their names or use an identifying symbol on a sticky note and place their notes on the appropriate place on the chart.

**Learning Line-ups:** Identify one end of the room with a descriptor such as "Novice" or "Beginning" and the other end as "Expert" or "Exemplary". Students place themselves on this continuum based on where they are with a task or learning target. Invite them to explain their thinking to the whole class or the people near them.

**Human Bar Graph:** Identify a range of levels of understanding or mastery (e.g. beginning/developing/ accomplished or Confused/I'm okay /I am rocking!) as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their current level of understanding.

**Admit and Exit Slips:** Any relevant questions, prompts, or graphic displays of student thinking can be captured on a small sheet of paper and scanned by the teacher or other students to determine a student's readiness for the next step or assess learning from a lesson. Teachers may use admit slips as a "ticket to enter" a discussion, protocol or activity. These may also be used as "tickets to leave."

**Presentation Quizzes:** Whenever peers present, other students may think they are not responsible for the information. Pair student presentations and sharing with short quizzes at the end of class.

**Catch and Release/7:2**: When students are working on their own, they often need clarification or pointers so that they do not struggle for too long of a period or lose focus. A useful ratio of work time to checks for understanding or clarifying information is 7 minutes of work time (release), followed by 2 minutes of teacher- directed clarifications or use of one of the quick-check strategies (catch).

**Fishbowl Protocol**

Purpose: The fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities both those in the inner and those in the outer circles have roles to fulfill. Those in the center, model a particular practice or strategy. The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

**Procedures:** Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners.

* Explain the activity to the students and ensure that they understand the roles they will play.
* You may either inform those that will be on the inside ahead of time, so they can be prepared or just tell them as the activity begins. This way everyone will come better prepared.
* The group in the inner circle interacts using a discussion protocol.
* Those in the outer circle are silent, but given a list of specific actions to observe and note.
* One idea is to have each student in the outer circle observing one student in the inner circle (you may have to double, triple, or quadruple up.) For example, tallying how many times the student participates or asks a question.
* Another way is to give each student in the outer circle a list of aspects of group interaction they should observe and comment on. For example, whether the group members use names to address each other, take turns, or let everyone’s voice be heard.
* Make sure all students have turns being in the inside and the outside circles at some point, though they don’t all have to be in both every time you do a fishbowl activity.

**Debrief:** Have inner circle members share how it felt to be inside. Outer circle members should respectfully share observations and insights. Discuss how the fishbowl could improve all group interactions and discussions.

**Variation:** Each person in the outside circle can have one opportunity during the fishbowl to freeze or stop the inside participants. This person can then ask a question or share an insight.

**Hosted Gallery Walk Protocol**

“The Gallery Jigsaw”

Purpose:

This strategy offers participants an opportunity to share information with others in a gallery walk type setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and the teaching.

Procedure:

1. Divide participants into groups – size of group will vary with the topic and how it can be divided, size of class, age of participants, etc.
2. Assign each group a specific segment of your topic (example: legislative branch of government, role of a worker bee, or transportation on the river).
3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: Government, Insects, Importance of our River).
4. Allow time for group to read and discuss the new information. Using prior knowledge along with the new knowledge, have them create a visual representation that each person in the group will use to teach others in the class.
5. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.
6. Post the work around the room or in the hallway.
7. Regroup participants so each new group has at least one member from the previously established groups.
8. Give specific directions at which poster each group will start and what the rotation will look like.
9. The speaker at each poster is the person(s) who participated in the creation of the poster.
10. When all groups have visited each poster, debrief.

Debrief:

What was your biggest “a-ha” during the tour?

How was your learning enhanced by this method?

What role did collaboration play in your success?

Why was the individual responsibility component so important?

**Getting the Gist Protocol**

Determine Importance—Summarize and Synthesize

You can get the gist of the article by summarizing your understanding of it, using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

**Important Words**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

**Summary Statement**

**Primary Source Close Reading Protocol**

The Common Core meets Reading Like a Historian

1. First read

Hand out text to students

Define a few high leverage words that can’t be determined from context

First read of text, either silently or out loud

*Ask students to determine source (author, date, author purpose) and context (what historical events does this relate to? How might that shape the content?)* (RHSS 6)

1. Second read

Chunk the text (or have students do the chunking)

Reread each chunk and

* *gist* (RHSS 2)
* *vocabulary in context* (RHSS 4, L4)

1. Third read

*Text dependent questions OR specific note-taking task (e.g., what reasons does the author give for opposing segregation – left column is reason, right column is textual evidence)* RHSS 1

1. Evaluate source

*Revisit and add to sourcing and context; consider questions of corroboration (how does this source compare to others?)* RHSS 9

*Note: everything in italics is a task that students grapple with independently, either alone or with a partner, and then is debriefed with the class*

References: <http://sheg.stanford.edu/> for more info about reading like a historian, including assessment options

**Appendix C: Handouts and Recording Forms**

**Lesson 1 - Vocabulary Terms Organizer**

Name:

Date:

|  |  |  |
| --- | --- | --- |
| **Term**  **(other forms)** | **Definition/Description** | **Examples/Memory Cues** |
| revolution n.  revolutionary adj. revolutionize, revolt v. |  |  |
| abolish |  |  |
| authority |  |  |
| boycott |  |  |
| causation |  |  |
| commerce |  |  |
| culpable |  |  |
| effigy (effigies) |  |  |
| Loyalists |  |  |
| massacre |  |  |
| Patriot |  |  |
| rebel |  |  |
| self-evident |  |  |
| Sons of Liberty |  |  |
| stakeholder |  |  |
| Tories |  |  |
| tyranny |  |  |
| unalienable |  |  |
| usurp v.  usurpation n. |  |  |

**Lesson 1 - Frayer Model: Revolution**

Name:

Date:

|  |  |
| --- | --- |
| **Definition**  ***Revolution*** | **Characteristics** |
| **Examples** | **Non-examples** |

**Lesson 1 - Capturing the Gist Recording Form**

Name:

Date:

**Text/Resource Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Details |  |  |  |
| Gist Statement |  | | |

**Lesson 1 - Two Column Note-Taking Model**

Name:

Date:

Text/Resource Title: Saudi Arabia article: http://www.bbc.co.uk/news/ world-12482678 (August 31, 2012 – British Broadcasting Service (BBC))

|  |  |
| --- | --- |
| **Key Ideas/Evidence**  Facts, Quotes, Examples | **My Thinking/Central Ideas**  Questions, Comments, Inferences |
| * Rich & (religiously) conservative -   contains Islam’s most holy sites   * e.g., gov’t bans opposition movements/protests, * Exception: unrest in eastern province – b/c discrimination against Shia minority * “Reforms” since 2011:   Women can vote & run for election in 2015   * Other failed attempts at reform: * Manal al-Sharif jailed (9 days) for recording a video of herself driving * human rights activist Mohammed al-Bajadi arrested at protest + jailed for 4 yrs in 2012 * Only role in Arab Spring - to support other ME countries against the protests + push towards democratization * SA sent soldiers to Bahrain to help defend the gov’t * Tunisia's former leader, Zine al-Abidine Ben Al, fled to SA in January. * SA provided med. treatment for Yemeni President Ali Abdullah Saleh after being seriously injured in a rocket attack on his compound in 6-11. * Prince Salman – liberal-minded but few changes are hoped for. | If the country is so wealthy, does it provide $ for their citizens?  Investigate - how were the Shia treated when they protested?  Oppressive conditions  SA gov’t – position of defending & protecting AS leaders against their own people  Not much hope for change  Need more info about why they did not revolt |

**Lesson 1 - Two Column Note-Taking**

Name:

Date:

Text/Resource Title: Model Oman article <http://www.bbc.co.uk/news/world-12598273>

|  |  |
| --- | --- |
| **Key Ideas/Evidence**  Facts, Quotes, Examples | **My Thinking/Central Ideas**  Questions, Comments, Inferences |
|  |  |

**Lesson 2 - Visual Timeline Individual Entry**

Name:

Date:

Title and Date of Event:

Quotes and Key Words

Image(s)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Quote/Synthesis

**Lesson 2 - Historical Thinking Concepts: Reading Like a Historian[[1]](#footnote-1)**

Name:

Date:

1. [**Establish Historical Significance**](http://historicalthinking.ca/concept/historical-significance)

* In what ways is this event or person historically significant?

1. [**Use Primary Source Evidence**](http://historicalthinking.ca/concept/primary-source-evidence)

* What evidence does it contribute to the topic you are studying, the analysis you are writing, or the argument you are making?

1. [**Identify Continuity and Change**](http://historicalthinking.ca/concept/continuity-and-change)

* To what degree was there continuity and to what degree was there change between the event(s) and the present time?

1. [**Analyze Cause and Consequence**](http://historicalthinking.ca/concept/cause-and-consequence)

* What individuals, groups, and social forces were involved? To what extent did they influence the event?

1. [**Take Historical Perspectives**](http://historicalthinking.ca/concept/historical-perspectives)

* How is the position/role of the primary source the same or different from a similar person today?

1. [**Understand Ethical Dimensions of History**](http://historicalthinking.ca/concept/ethical-dimensions)

* What differences exist between our ethical universe (values and ideas of right and wrong) and theirs in relation to the issues involved in the conflict?

**Lesson 4 - Boston Massacre Images**

Name:

Date:

*Complete this organizer for each of the following images.*

|  |  |
| --- | --- |
| **What details do I notice?** | **What inferences can I make about the perspective of the artist?** |
|  |  |

**Lesson 4 - Boston Massacre Images**

Name:

Date:

****

**Lesson 4 - Boston Massacre Images (also in separate PowerPoint format)**

Name:

Date:

****

**Lesson 4 - Boston Massacre Images**

Name:

Date:

****

**Lesson 4 - Boston Massacre Images**

Name:

Date:

****

**Lesson 4 - Boston Massacre Images**

Name:

Date:

****

**Lesson 4 - Boston Massacre Images**

Name:

Date:

****

**Lesson 4 - Close Reading recording form for Boston Massacre Texts**

Name:

Date:

Text/Resource Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| FIRST READ | Initial Impression |
|  |

|  |  |  |
| --- | --- | --- |
| **SECOND READ** | **Details** | **Central Ideas** |
|  |  |

|  |  |
| --- | --- |
| **SECOND READ** | **Key Vocabulary** |
|  |

**THIRD READ - Text-Dependent Questions**

1. According to this source, what took place?

2. Do you think the writer of the account is sympathetic to either the patriots or to the British soldiers? Why do you think this?

3. How does the account describe or characterize the relationship between the colonists and the soldiers?

4. What message/opinion do you think the author/artist is trying to express about who is to blame for the Boston Massacre. What evidence supports your opinion?

**Lesson 5 - Close Reading recording form for Patrick Henry’s “Give Me Liberty or Give Me Death”**

Name:

Date:

Text/Resource Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| FIRST READ | Initial Impression |
|  |

|  |  |  |
| --- | --- | --- |
| **SECOND READ** | **Details** | **Central Ideas** |
| P 1 + 2  P 3  P 4 + 5 |  |

**THIRD READ - Text-Dependent Questions**

1. Re-read the last sentences of P 1 + 2. Paraphrase the argument Henry expresses.
2. P 3: According to Henry, what are two strategies the patriots have tried to persuade the British to loosen their control?
3. What evidence does Henry provide to show these strategies have not been successful?
4. P 4: How does Henry respond to the claim that the patriots are “too weak” to go against the rule of the British?
5. According to Henry, what factors favor the patriot cause?

**Historical Thinking:** What differences existed between the values of the Patriots and those of the British?

**Lesson 7 - Declaration of Independence (DOI) Assessment**

Name:

Date:

*Use evidence from the text to support your responses.*

1. Explain the meaning of the word “Declaration” and why the writers might have chosen that word.
2. Explain the main purpose of the DOI.
3. Paraphrase “We hold these truths to be self-evident …”
4. Describe the ideals and values of the writers of the DOI.
5. Describe or draw the structure of the DOI.
6. Who is the “We” and who is the “He” of the DOI?
7. List a topic of a group of grievances and paraphrase the writers’ concerns about that topic.
8. List another topic of a group of grievances and paraphrase the writers’ concerns about that topic.
9. In the last paragraph of the DOI, what rights do the all the colonies demand?
10. Synthesis: Identify and explain two incidents or actions by the British that connect to the DOI. Cite specific evidence to support your response.
11. What makes the DOI historically significant?

**Lesson 9 - Conditions Writing Task Model**

Name:

Date:

WRITING TASK

After researching two countries in the Middle East that did ***not*** experience the “Arab Spring,” write an evidence-based essay that explains the differences and similarities between the conditions that averted widespread revolt in Saudi Arabia and Jordan, drawing conclusions and implications from the evidence.

Since 2011 many countries of the Middle East have undergone an “Arab Spring,” an internal revolt by their citizens that resulted in an overthrow of their current ruler. The countries of Libya and Egypt are, in fact, still not completely stable, as the people continue to struggle for a voice in their own governing. Meanwhile, both large Saudi Arabia and tiny Jordan have escaped widespread revolt. A comparison of these two seemingly different countries shows that their approaches to keeping the peace are quite different from each other, as well.

Saudi Arabia is the 14th largest country in the world and a land of plentiful natural resources, enough oil and gas to satisfy their energy needs and a surplus to export. Because of its wealth, the government can afford to treat its people well, with free medical care for all, including visitors to the Kingdom. Education is also free to the highest levels for both men and women. The government is a monarchy with ancient roots, as it is in many Middle Eastern countries. King Abdullah II is currently in his eighth decade of his rule, in a governmental structure that gives the formal duties of governing to his appointed Crown Prince, who in turn appoints Cabinet Ministers, who direct the government business along with a Consultative Council representing the thirteen provices. The main source of power always rests with the King and his Crown Prince. All laws are based on Shar’iah Law of the Muslim Faith, which is a code of law dictated by the Koran and the teachings of the prophet Mohammed. Under these laws, there is no separation of church and state, no dissention is tolerated, and women have few rights (they must always be accompanied by a male guardian whenever they are in public). The contradictions between the government treatment of its people in terms of health care and education and the harsh restriction of freedom for half its population seem to indicate that an Arab Spring may be in its future.

In contrast is tiny Jordan, a land of few natural resources and, in fact, a shortage of water caused by deforestation and a rise in population creates the biggest challenge for Jordan’s stability. In 1994, the government signed a water treaty with Israel that provides for additional water for Jordan’s people through pipelines, dams, and desalination plants. As a result, Jordan remains one of the few countries in the Middle East to have partnered with Israel, resulting in a power balance and an advantage for Jordan. Like Saudi Arabia, the government is a monarchy, also ruled by a King Abdullah II, a direct descendant of the Prophet Mohammed. However, Jordan’s government was influenced by Great Britain, since 1999, it has a Prime Minister and an Upper and Lower Parliament to guide government affairs. Many policies are guided by looking toward technological solutions to on-going problems. It has an environmental Action Plan dedicated to sustainable projects. It attitude toward women is also more egalitarian. There is a link on the government website for “Women in the Army,” which among other issues, has just implemented a 90-day paid maternity leave for its pregnant soldiers. A noted lack of participation in the Arab Spring protests reflects a stable view of Jordanian life.

These two countries share the absence of “Arab Spring” revolts. In one case, the oppression practiced by the Saudi government under Shari’ah law may be balanced by the benefits provided to its people. On its website, the Saudi government itself admits to struggling with “how to achieve modernity without surrendering their heritage, faith, and culture;” its values derive from the past and are considered non-negotiable. In the other case, Jordan has an eye toward the future, seeking creative solutions to its problems, especially the shortage of water. Its website states that Jordan is “on an irreversible road to democratization.” Looking forward, instead of backward, may be the solution to averting revolt.

Works consulted:

“Arab Uprising: Country by Country - Saudi Arabia.” British Broadcasting Service, 31 August 2012. <http://www.bbc.co.uk/news/world-12482678>.

About Saudi Arabia: [www.saudiembassy.net](http://www.saudiembassy.net)

“Arab Uprising: Country by Country - Jordan.” British Broadcasting Service, 31 August 2012. <http://www.bbc.co.uk/news/world-12482679>

About Jordan: [www.kinghussein.gov.jo](http://www.kinghussein.gov.jo)

**Lesson 9 - Conditions Writing Task Model Annotated for Teacher Reference**

Introduction: sets context (background) for writing piece. Thesis + key words

Since 2011 many countries of the Middle East have undergone an “Arab Spring,” an internal revolt by their citizens that resulted in an overthrow of their current ruler. The countries of Libya and Egypt are, in fact, still not completely stable, as the people continue to struggle for a voice in their own governing. Meanwhile, both large Saudi Arabia and tiny Jordan have escaped widespread revolt. A comparison of these two seemingly dissimilar countries shows that their approaches to keeping the peace are quite unlike from each other, as well.

Saudi Arabia is the 14th largest country in the world and a land of plentiful natural resources, enough oil and gas to satisfy their energy needs and a surplus to export. Because of its wealth, the government can afford to treat its people well, with free medical care for all, including visitors to the Kingdom. Education is also free to the highest levels for both men and women. The government is a monarchy with ancient roots, as it is in many Middle Eastern countries. King Abdullah II is currently in his eighth decade of his rule, in a governmental structure that gives the formal duties of governing to his appointed Crown Prince, who in turn appoints Cabinet Ministers, who direct the government business along with a Consultative Council representing the thirteen provinces. The main source of power always rests with the King and his Crown Prince. All laws are based on Shar’iah Law of the Muslim Faith, which is a code of law dictated by the Koran and the teachings of the prophet Mohammed. Under these laws, there is no separation of church and state, no dissention is tolerated, and women have few rights (they must always be accompanied by a male guardian whenever they are in public). The contradictions between the government treatment of its people in terms of health care and education and the harsh restriction of freedom for half its population seem to indicate that an Arab Spring may be in its future.

1st body paragraph: Topic (Saudi Arabia) and sub-topics (natural resources, gov’t system, laws). Concluding sentence with prediction.

In contrast is tiny Jordan, a land of few natural resources and, in fact, a shortage of water caused by deforestation and a rise in population creates the biggest challenge for Jordan’s stability. In 1994, the government signed a water treaty with Israel that provides for additional water for Jordan’s people through pipelines, dams, and desalination plants. As a result, Jordan remains one of the few countries in the Middle East to have partnered with Israel, resulting in a power balance and an advantage for Jordan. Like Saudi Arabia, the government is a monarchy, also ruled by a King Abdullah II, a direct descendant of the Prophet Mohammed. However, Jordan’s government was influenced by Great Britain, since 1999, it has a Prime Minister and an Upper and Lower Parliament to guide government affairs. Many policies are guided by looking toward technological solutions to on-going problems. It has an Environmental Action Plan dedicated to sustainable projects. It attitude toward women is also more egalitarian. There is a link on the government website for “Women in the Army,” which among other issues, has just implemented a 90-day paid maternity leave for its pregnant soldiers. A noted lack of participation in the Arab Spring protests reflects a stable view of Jordanian life.

2nd body paragraph: Topic (Jordan) and sub-topics (lack of natural resources, gov’t system, laws). Concluding sentence with prediction.

Transitions

These two countries share the absence of “Arab Spring” revolts. In one case, the oppression practiced by the Saudi government under Shari’ah law may be balanced by the benefits provided to its people. On its website, the Saudi government itself admits to struggling with “how to achieve modernity without surrendering their heritage, faith, and culture;” its values derive from the past and are considered non-negotiable. In the other case, Jordan has an eye toward the future, seeking creative solutions to its problems, especially the shortage of water. Its website states that Jordan is “on an irreversible road to democratization.” Looking forward, instead of backward, may be the solution to averting revolt.

Works consulted:

“Arab Uprising: Country by Country - Saudi Arabia.” British Broadcasting Service, 31 August 2012. <http://www.bbc.co.uk/news/world-12482678>.

About Saudi Arabia: [www.saudiembassy.net](http://www.saudiembassy.net)

“Arab Uprising: Country by Country - Jordan.” British Broadcasting Service, 31 August 2012. <http://www.bbc.co.uk/news/world-12482679>

About Jordan: [www.kinghussein.gov.jo](http://www.kinghussein.gov.jo)

1. Adapted from The Historical Thinking Project. University of Vancouver, British Columbia. <http://historicalthinking.ca/> and the Stanford History Education Group [↑](#footnote-ref-1)